

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Arts Assessment and Accountability Update

Applicable Statute or Regulation:

KRS 158.645, KRS 158.6453

History/Background:

Existing Policy. In 2005, prior to the issuing of a Request for Proposals for the new assessment contract, the Kentucky Board of Education (KBE) established ten directions for future assessment in Kentucky. Among those was the following:

8. *The KBE wishes staff to initiate pilot studies to develop and/or identify assessment approaches in Arts and Humanities ... that will address what students do as well as what they know in these areas.*

The purpose of this staff note is to update the Kentucky Board of Education on work with the development and piloting of the alternative Arts and Humanities Assessment and Accountability model, and to seek guidance from the KBE.

Kentucky Department of Education (KDE) staff conducted research to identify different approaches to assessment and accountability in the arts. An alternative model for assessment and accountability was designed and action research has been conducted with the model through a pilot project.

The alternative model recently piloted creates the potential to address KRS 158.6453(d) which calls for:

“Performance assessment events for schools that have students enrolled in performing arts organizations sponsoring sanctioned events with an established protocol for adjudication.”

Measuring what students do in the arts has not been feasible with the current assessment pencil and paper test. The alternative model is designed to measure opportunities to learn that schools provide for students to learn through creating, performing, and responding to the arts. The alternative accountability model allows schools to be credited for involving students in quality performance assessment events.

Arts Assessment and Accountability Pilot Project Description

The arts accountability pilot project involved a school level arts program evaluation process. Schools used a program evaluation tool to measure their arts instructional program against quality standards for curriculum, instruction, assessment and organizational support for the arts and humanities program.

Each standard includes quality indicators. Each quality indicator has ratings of performance that describe arts instructional programs at various levels of implementation and quality. (Appendix A- sample evaluation tool page)

The arts program evaluation tool is modeled after the Standards and Indicators for School Improvement (SISI). The SISI document is used in the mandatory school audit process that has been conducted with a large number of low-performing schools in Kentucky. The audit process has proven to be highly successful in the improvement of school instructional programs and school success as measured by the Commonwealth Accountability Testing System.

The Arts Accountability Pilot Project (AAPP) included 20 elementary schools that followed a written protocol in applying the arts program evaluation tool. The project was initiated on September 24th, 2007 and continued through the end of the school year in 2008. The evaluation process is designed to take place over the course of an entire school year.

During the school year, school program evaluation teams met regularly to review evidence collected and rate their arts and humanities program against the standards. Only hard evidence could be used in determining ratings of performance.

Schools kept an evidence file that was used to help in making determinations for rating of performance. The file is fully described in the protocol and schools were provided specific instructions on how to use evidence in the evaluation process. (Potential additional uses of this evidence file might be connected with the state audit process.)

The evaluation tool is designed to provide an automatic calculation and a raw score for each quality indicator and standard, as well as a total overall raw score. Raw scores from the pilot project could be used to establish performance standards and determine what constitutes novice, apprentice, proficient, and distinguished ratings among scores resulting from the program evaluation process.

Review of Data

The Collaborative for Teaching and Learning (CTL) is under contract to conduct site visits during the year and collect and compile data. Dennis Horn will present an overview of the data collected at the June meeting.

Policy Issues:

What guidance or recommendations does the KBE have as KDE staff continues work on arts and humanities assessment and accountability?

Impact on Getting to Proficiency:

The recent revisions of the *Program of Studies* and *Core Content for Arts and Humanities Assessment* have opened the door to greater student achievement and a measure of true proficiency in Arts and Humanities. The revised standards are aligned with national standards and address three critical arts processes of creating, performing, and responding to the arts.

Aligning assessment and accountability to include all three arts processes will offer the opportunity to broaden the definition of proficiency, provide more relevance, and promote innovation and creative thinking.

Contact Person:

Jamie Spugnardi, Associate Commissioner
Office of Teaching and Learning
(502) 564-2107
Jamie.spugnardi@education.ky.gov

Deputy Commissioner

Commissioner of Education

Date:

June 2008